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THE CHILD WORLD PRIMER

By

ALYS E. BENTLEY

AND

GENEVA R. JOHNSTON

WASHINGTON, D. C.

NEW YORK

A. S. BARNES & CO.

PUBLISHERS

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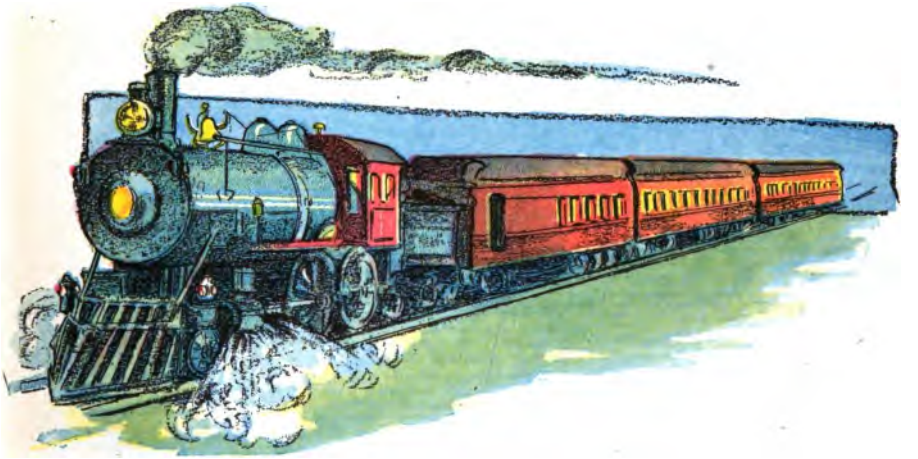
The train.



The train goes Puff.

The train goes Tchuff.

The big drum.

The big drum goes
Boom, boom,
boom, boom, boom.

The little drum.

The little drum goes

Trum, trum, tr-r-r-um.

The big drum.

The big drum goes
Boom, boom,
boom, boom, boom.

The little drum.

The little drum goes

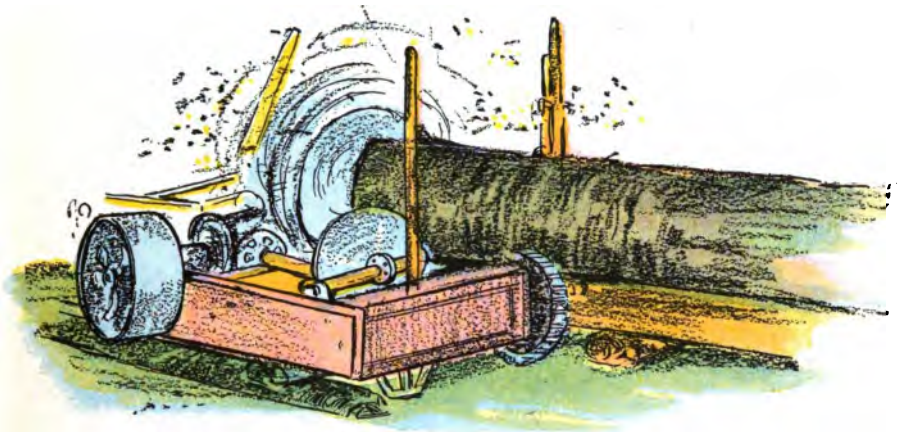
Trum, trum, tr-r-r-um.

Bees.

Hear the bees!

Z - z - z - z.

Zoom, zoom.

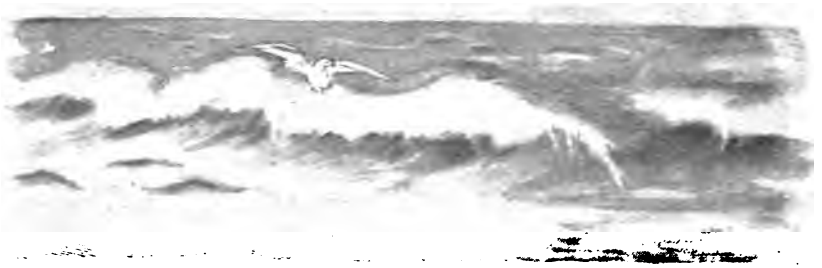


The buzz-saw.

The buzz-saw goes like this,
Zh - zh - zh.

The waves.

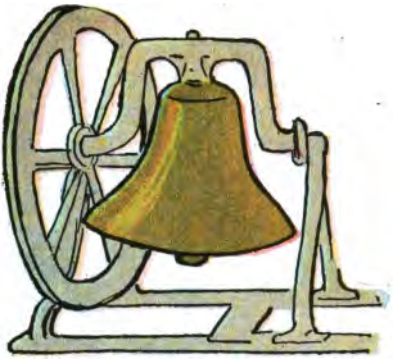
Hear the waves.
The big wave goes SWH-SH.
The little wave goes swh-sh.



The sky-rocket.

Here goes a big sky-rocket.
Listen!
Wh - - - - - - t.

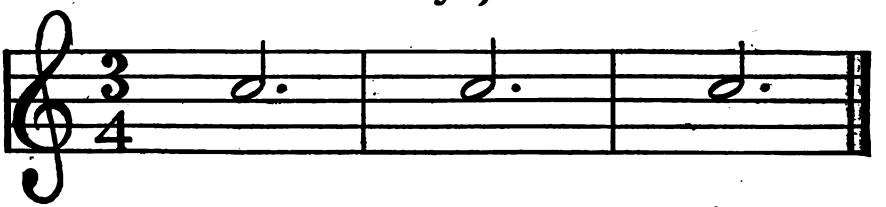
The bells.



Hear the bells!
The big bell says,

Ding, dong, ding! Ding, dong, ding!

The little bell says,



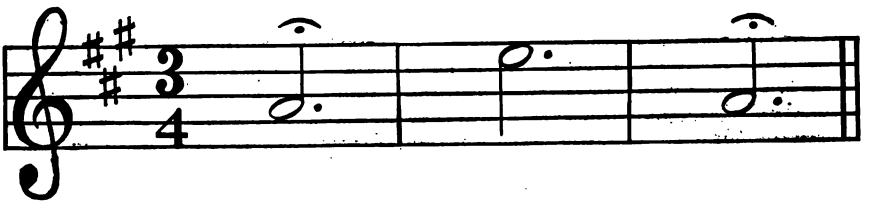
Ding! Sing! Ring!

The big clock.

Can you hear the big clock?
Listen. It says,
Tick tock, tick tock, tick tock.

My fiddle.

See my fiddle!
Hear it sing!



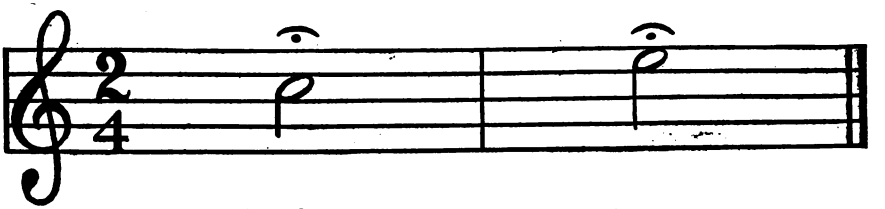
Km - km - km.

The electric fan.

See the fan!
How fast it goes!
Hear it hum!
Br - r - r - r - r - r - r.

My top.

This is my top.
I can spin it.
Hear it hum!



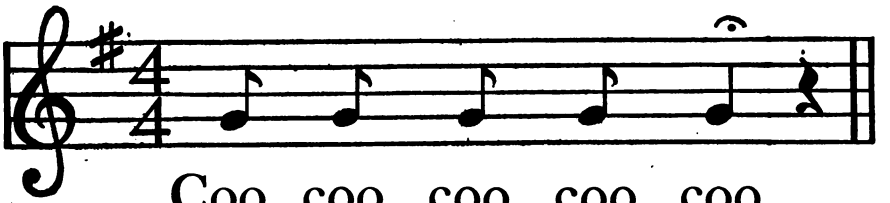
Spin. Hum.

The wind.

I hear the wind.
It blows like this—Oo.
It whistles like this—Oo.

My pigeons.

Hear my pigeons.
My pigeons say,



Coo, coo, coo, coo, coo.

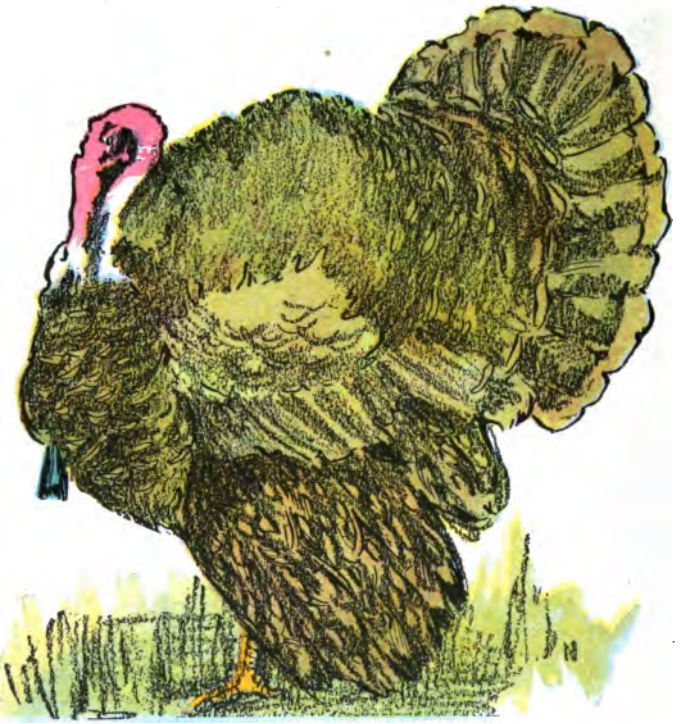
Kitty.

See the kitty!

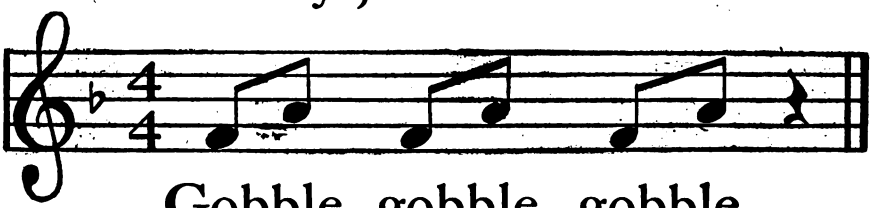
The kitty says, Meow, meow.

The kitty sings, Purr, purr.

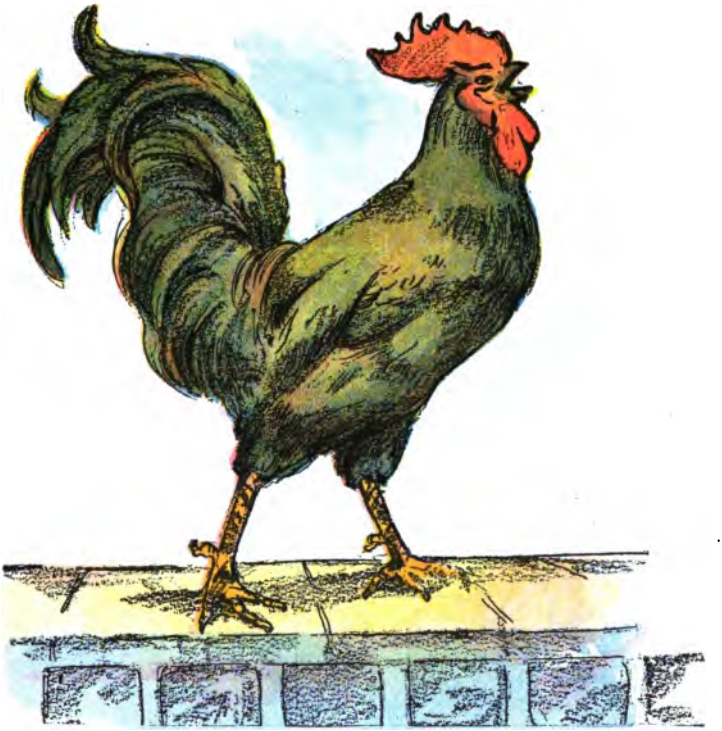
The turkey.



See the big turkey.
He says,



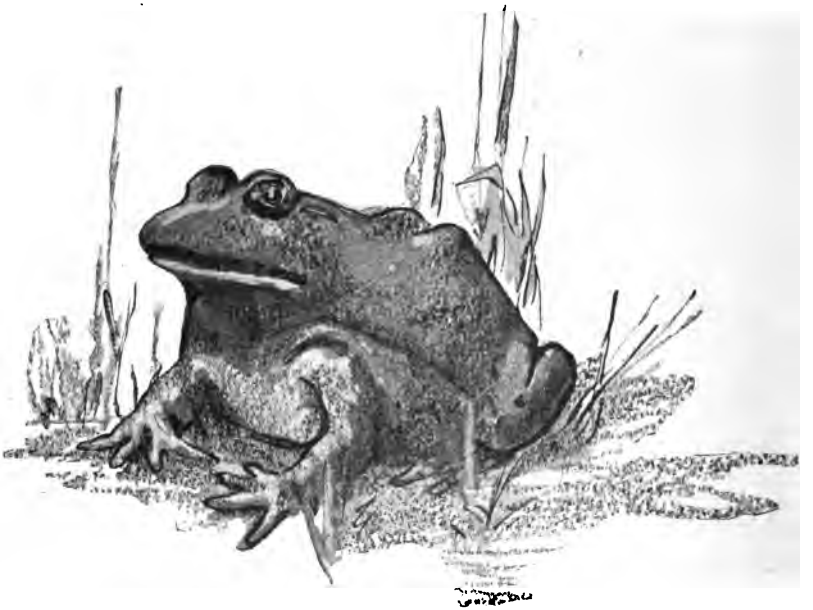
Gobble, gobble, gobble..



What a big rooster!
Do you hear him?
He says,

Cock-a-doodle - doo.

A big frog.

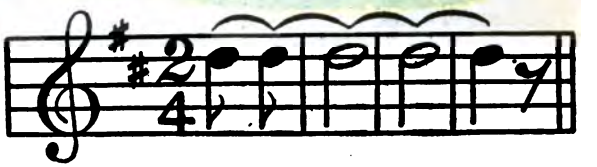


Here is a big frog.
This big frog says,

Galoop! Galoop!

I call, Hello.

Back comes the echo, Hello.



The Indians sing, Ki-yi!

The Indians call, Whoo.
Can you sing, Ki-yi?
Can you call, Whoo?

The robin.

Do you hear the robin?
This is what he is saying,

Cheer-up, Cheerily, Cheer-up!

Our cow.

This is our cow.
I like her.

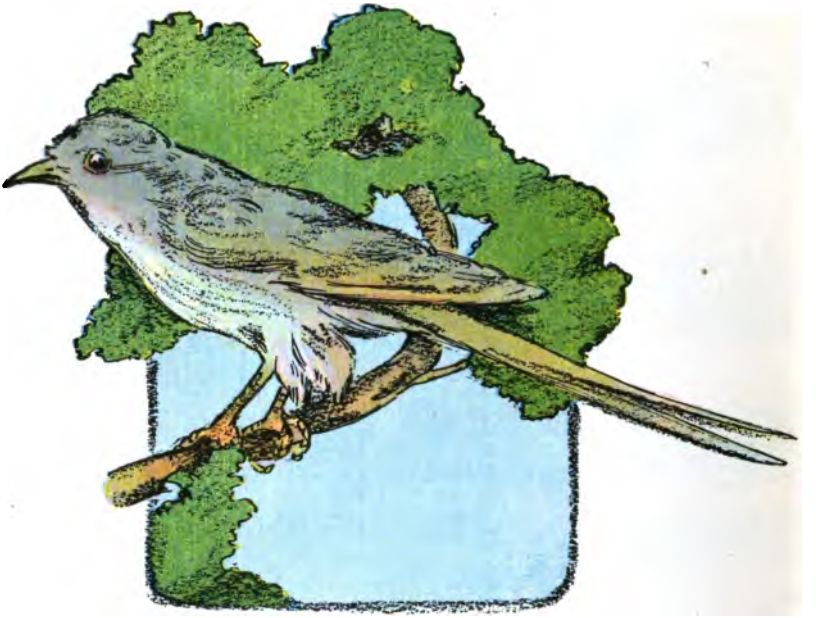
She says, Moo, moo.

An owl.

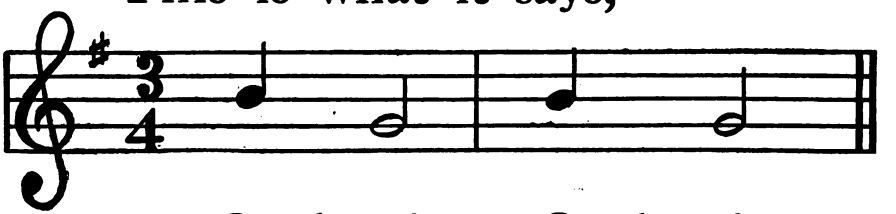
This is an owl.
An owl can not sing.
It calls,

Whoo! hoo! hoo!

The cuckoo.

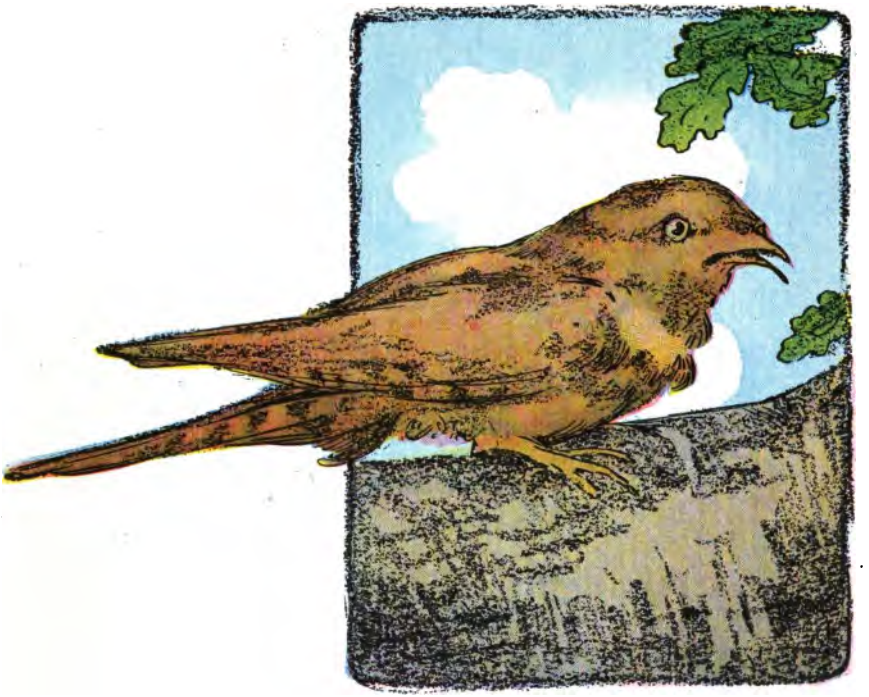


Do you know this bird?
Do you know its call?
This is what it says,

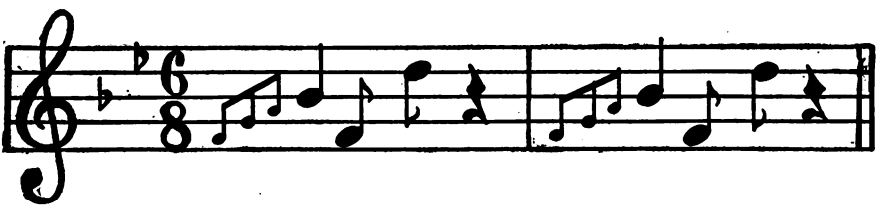


Cuckoo! Cuckoo!

Whip-poor-will.



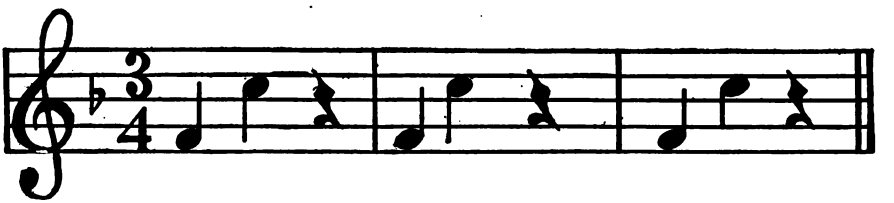
Do you know this bird?
This bird calls,



Whip-poor-will! Whip-poor-will!

Bob-White.

Do you know this bird?
I know its call.
It says,



Bob-White! Bob-White! Bob-White!

The bugle.

Listen! I hear a bugle.

It calls the soldiers.
What is it saying?
Come to school. Come to school.

This is what the clock says.

Tick-tock, tick-tock, tick-tock.

This is what the big bell says.

Ding-dong, ding-dong.

This is what the little bell says.

Ding!

This is what the buzz-saw says.

Zh - - Zh - - Zh.

This is what my top says.

Spin!

This is what my fiddle says.

Km!

The sky-rocket goes like this.

Wh - - - t.

My kitty says, Meow, meow.
My kitty sings, Purr, purr.
Our cow says, Moo, moo.
The bees say, Z-z-z.
The owl says, Whoo, hoo, hoo.
The frog says, Galoop, galoop.
My pigeons say,
    Coo, coo, coo, coo, coo.
The big turkey says,
    Gobble, gobble, gobble.
The big rooster says,
    Cock-a-doodle-doo.
The robin says,
    Cheer-up, cheerily, cheer-up.

Hello!
Hello!
See this bird!
What is it?
I do not know.
I know what it says.
It says, Bob-white.
Come here!
Here is a robin.
Can you see him?
I can see him.
Hear him sing!
How I like to hear the robin sing!
Listen! I hear a bell.
It is our school bell.
Come to school! Come to school!

Listen! What do I hear?
You hear a bugle.
It calls the soldiers.
What is it saying?
I do not know.
The soldiers know what the bugle says.
See! Here come the soldiers.
Hear the big drum.
Boom, boom! Boom, boom, boom!
Hear the little drum.
Trum, trum, tr-r-r-um.
I like to hear the bugles.
I like to hear the drums.
I like to see the soldiers.
Will the soldiers come back?

My Kitty

Meow, meow, meow, meow, My
Kitty lost her mamma As
soon as she could creep; So
now, when comes her bedtime, She must
sing herself to sleep. Purr, purr.

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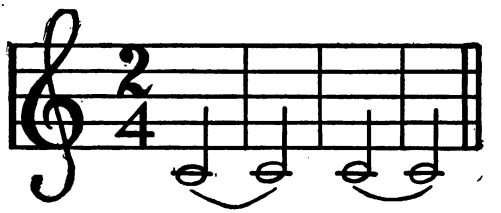
See the kitty!
It is my kitty.

My little kitty says, Meow, meow.



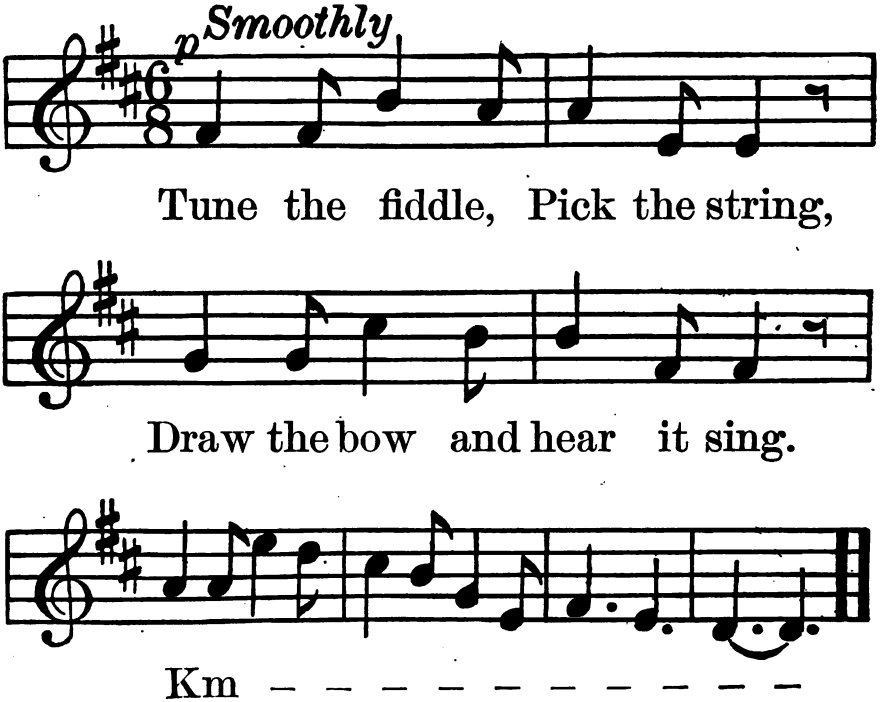
My little kitty sings, Purr, purr.
My kitty lost her mamma.
Now she must sing herself to sleep.

Pussy-cat, pussy-cat,
Where have you been?
I've been to London
To look at the Queen.
Pussy-cat, pussy-cat,
What did you there?
I frightened a little mouse
Under the chair.

Jacky, come give me your fiddle,
If ever you mean to thrive.
Nay, I'll not give my fiddle
To any man alive.

If I should give my fiddle
They'll think that I'm gone mad,
For many a joyful day
My fiddle and I have had.

The Fiddle



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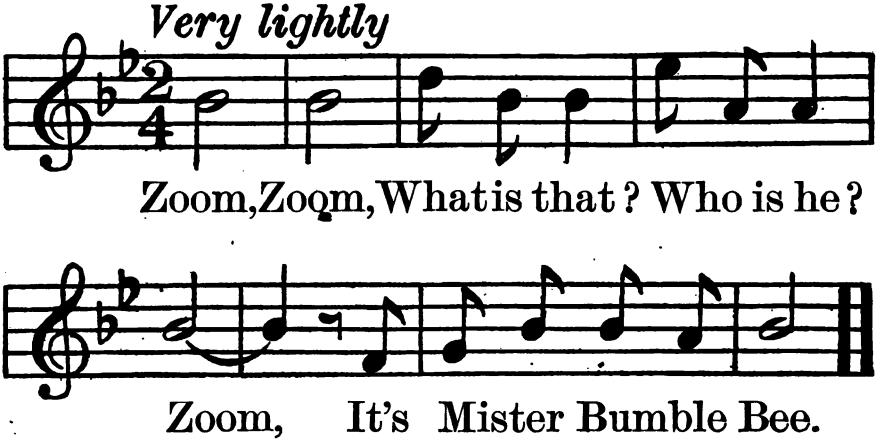
Did you see my fiddle?
I tune my fiddle like this.

Km, km, km. Km, km, km. Km, km, km.

I pick the string.
I draw the bow.
My fiddle sings.
It will sing to you.
This is the tune it sings,

Km - - - - -

The Bee



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Listen! Z - z - z.
What is that?
Do you know? I do.
It is a bee.
Z - z - z. It is a big bee.
Zoom! Zoom.
It is Mr. Bumblebee!
He says, Zoom, zoom! Z - z.

Jack and Jill

Jack and Jill went up the hill To

fetch a pail of water;

Jack fell down, And broke his crown, And

Jill came tumbling after.

Do you know Jack and Jill?

This is Jill.

This is Jack.

Jack fell down and broke his crown,
And Jill came tumbling after.

The Mountain and the Hill

The mountain is too big for me, It's

higher than the highest tree, But

I can run right up the

hill And down the other side at will.

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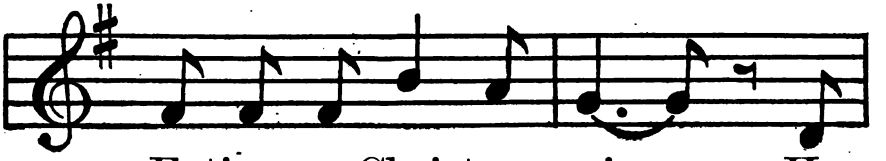
See the mountain!
What a big mountain it is!
It is higher than the highest tree.
Can you go up a mountain?
I can run up a hill,
And down the other side at will.

Little Jack Horner

Little Jack Horner Sat in a corner



Eating a Christmas pie; He

put in his thumb, And

pulled out a plum, And

said, "What a good boy am I!"

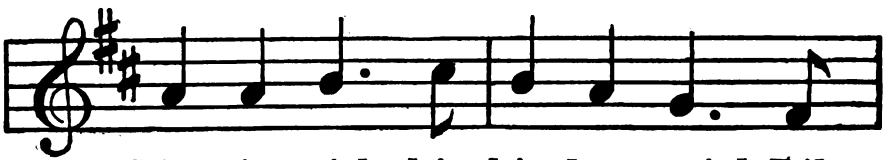
Do you know who this is?
This is little Jack Horner.
Do you know what he is eating?
He is eating a Christmas pie.
He put in his thumb,
And pulled out a plum,

And said, "What a good boy am I."

The Drummer Boy

I wish I were the drummer boy Who

beats the big bass drum. He



hits it with his big drum stick Like

this — Boom, boom, boom, boom!

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See the drummer boy!
See him beat the drum!
He hits it with a big drum stick.
It says, Boom, boom! Boom, boom!
I'd like to be a drummer boy.
I'd beat the big bass drum.
I'd make it say, Boom, boom!
Boom, boom!

I'm a beautiful red, red drum,
And I train with the soldier boys;
As up the street we come,
Wonderful is our noise!
There's Tom, and Jim, and Phil,
And Dick, and Nat, and Fred,
While Widow Cutler's Bill
And I march on ahead.
With a r-r-rat-tat-tat,
And a tum-titty-um-tum-tum—
Oh, there's bushels of fun in that
For boys with a little red drum!

I like to go to the zoo. Do you?
I like to watch the tall giraffe, the seal, and kangaroo.
I like to watch the monkeys play.
I like to hear the bears go Woof!
I like to see all the animals at the zoo.
I cannot go to the zoo by myself.
Will you go with me?

Here we are at the zoo!
What animals do you like to see?
I like to see them all.
Oh! See that one!
What is it?
It is a giraffe.
What a tall animal he is!

What is that?
That is a kangaroo.
There is a big bear.
Do you see the little bears too?
Oh! See the monkeys!
The monkeys like to play.
Let me watch them.

Little Bo-Peep

Little Bo-Peep has lost her sheep And

can't tell where to find them;

Leave them alone, and they'll come home,

Wagging their tails behind them.

This is little Bo-peep.
Where are her sheep?
Little Bo-peep has lost her sheep.

She can't tell where to find them.
Where can they be?
Oh, here they are!
They have come home.
Are they wagging their tails behind them?

Baa, baa, black sheep,
Have you any wool?
Yes, sir, yes, sir,
Three bags full.

One for my master,
One for my dame,
And one for the little boy
That lives in the lane.

Come, Jack! Come, Dan!
Here is the train.
All aboard!
Now the train is moving.
Tchuff, tchuff, tchuff, tchuff.
We are off on a journey.
How fast we go!
Cows look up as we rush past.
We will go round the world and
home again.

Toot.

Now we are home.
We stop the train! Chee.

Come, boys! Let us play soldiers.
Get a flag, Jack.
Get the drum, Dick.
Here is a bugle for you, Tom.
Now we are all ready.
Wave the flag, Jack.
Beat the drum, Dick.
Blow the bugle, Tom.
Forward, march.

Boys and girls, come out to play,
The moon doth shine as bright
as day.
Leave your supper and leave
your sleep,
And come with your playfellows
into the street.
Come with a whoop, and come with
a call,
And come with a good will, or not
at all.

Years and Years

Slowly

1. The sun goes down, The moon appears, And so it is for years and years – And
2. And so it is, a round about, The sun comes up, the moon goes out; And so it is for years and years.

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See the sun!
It is going down behind the hills.
I like to watch the sun go down.
I like to see the moon come up.
The sun goes down.
The moon comes up.
The sun comes up.
The moon goes out.
And so it is for years and years.

One little, two little,
three little Indians,
Four little, five little,
six little Indians,
Seven little, eight little,
nine little Indians,
Ten little Indian boys.

Ten little, nine little,
eight little Indians,
Seven little, six little,
five little Indians,
Four little, three little,
two little Indians,
One little Indian boy.

Ten Little Indians

One two three
1 2 3

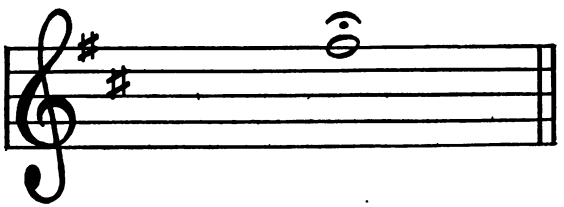
Four five six
4 5 6

Seven eight nine
7 8 9

Ten boys.
10

Did you see the little Indians?
How many did you see?
Let us play Indians!
We can march like Indians—
one by one.
We can go round and round the
big trees.
We can go up and down the hill.

We will call, Ki-yi!



We will call, Whoo!

Sing a song of sixpence,
A pocket full of rye;
Four-and-twenty blackbirds
Baked in a pie;
When the pie was opened
The birds began to sing;
Was not that a dainty dish
To set before the King?

The King was in his counting-house,
Counting out his money;
The Queen was in the parlor,
Eating bread and honey;
The maid was in the garden,
Hanging out the clothes;
When up came a blackbird
And hopped upon her nose.

Who is this?
This is the king.
What is he doing?
He is counting out his money.

Who is this?
This is the queen.
What is she doing?
She is eating bread and honey.

Who is this?
This is the maid.
The maid is in the garden.
What is she doing?
She is hanging out the clothes.
This is the black bird that
hopped upon her nose.

Little Boy Blue.

Little Boy Blue, come blow your horn,
The sheep's in the meadow, the cow's in the corn;
Where's the boy that looks after the sheep?
He's under the haycock fast asleep.
Will you wake him? No, not I,
For if I do, he'll be sure to cry.

Jane—Oh! See this little boy
under the haystack.
Who is he?
Fred—It is Little Boy Blue. He
is fast asleep.
Jane—What does he do?
Fred—He looks after the sheep.
Jane—The sheep are in the
meadow. The cows are
in the corn. Will you
wake him?
Fred—No, not I.
If I do, he will surely
cry.

My Rabbit

My rabbit sits like

this, so still, And turns his long, long

ears; I wish that he could

talk about The many things he hears.

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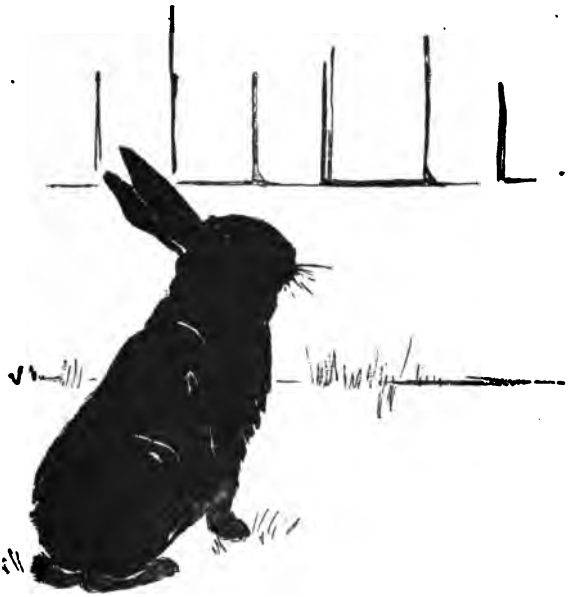


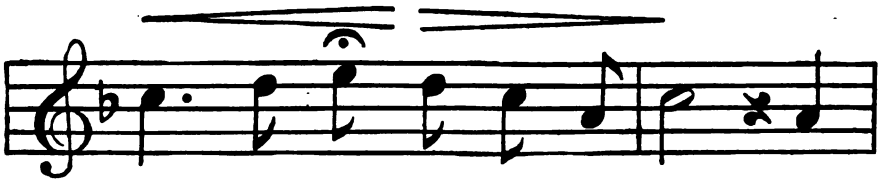
This is my rabbit.
See his long, long ears!
See how still he sits!
I like to watch him.
Now he turns his long ears.
He hears something.
What does he hear?
I wish that he could talk about
the many things he hears.

The Waves

Motion of the waves

I throw a stick upon the sea, The

waves will bring it back to me; The



waves go swh-sh across the sand, Then

swh-sh again to where I stand.

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I like to go down by the sea.
I play in the sand.
I listen to the waves.
The waves go swh-sh, swh-sh.
The waves go swh-sh across the sand.
I throw a stick upon the sea.
The waves bring it back to me.
The waves come up to where
I stand.
Then they go back to sea.

When I was down beside the sea,
A wooden spade they gave to me,
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

I saw a ship a-sailing,
A-sailing on the sea;
And oh! it was all laden
With pretty things for thee!

There were comfits in the cabin,
And apples in the hold;
The sails were made of silk,
And the masts were made of gold.

The captain was a duck,
With a packet on his back,
And when the ship began to move,
The captain said, "Quack!
quack!"

My Kite

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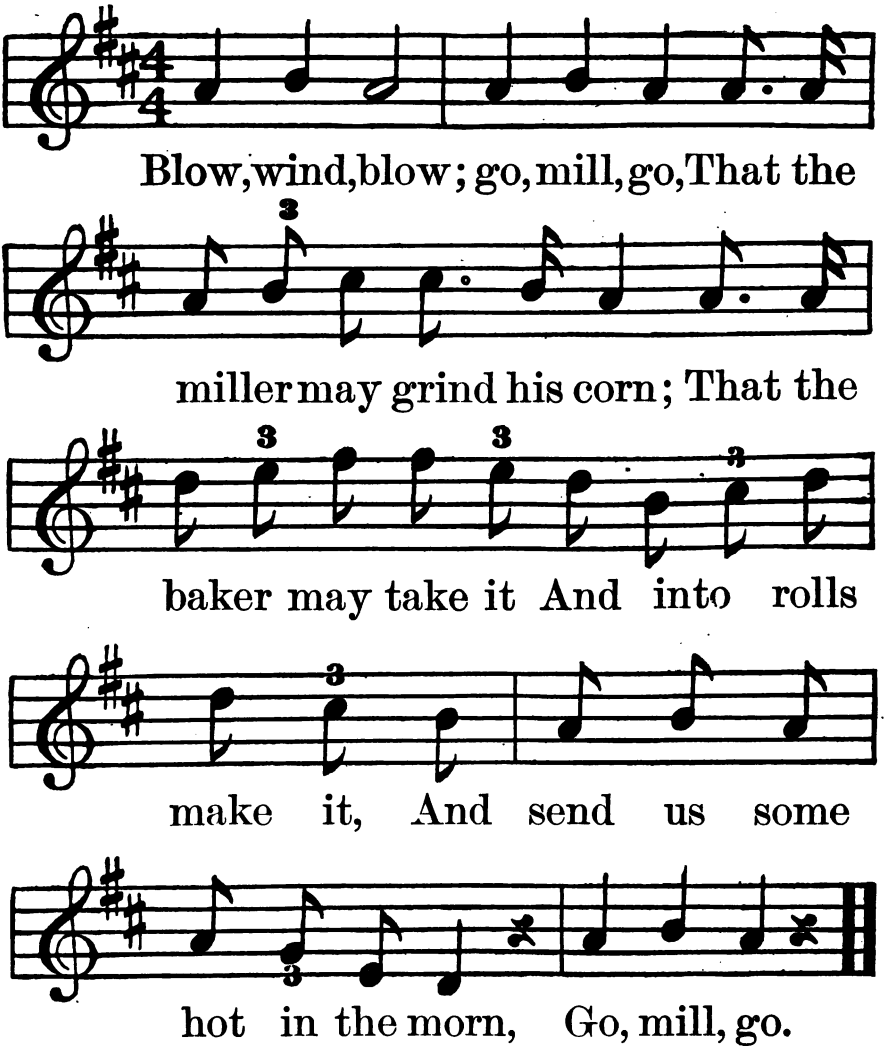
The wind blows!
I can fly my kite.
See what a big one it is!
Watch it!
There it goes up, up, up in the air.
The string is long.
It can go away up in the air.
How it pulls at the string!
How it dives about in the air!
It pulls and tugs and tugs
and pulls.
But it can not get away.
I can hold it there.

Who has seen the wind?
Neither I nor you.
But when the leaves hang
trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I.
But when the trees bow down
their heads,
The wind is passing by.

Who has seen the wind?
No one has seen it.
We can not see the wind.
How do we know when the wind is
passing by?
We can see the trees bow down
their heads.
We can hear the wind go Oo.
Listen. Do you hear it now?
Is the wind passing by?

The Miller


Blow, wind, blow; go, mill, go, That the
miller may grind his corn; That the
baker may take it And into rolls
make it, And send us some
hot in the morn, Go, mill, go.

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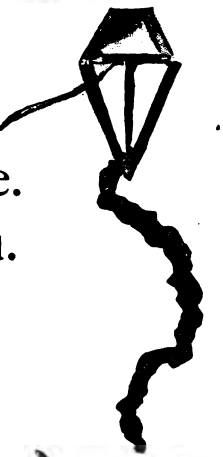
Here is a mill.
Here is the miller.
The wind turns the big mill-wheel.
It goes round and round.
Blow, wind, blow!
Go, mill, go!
Then the miller can grind his corn.
Then the baker will take it.
What will the baker do with it?
He will make it into rolls.
Would you like to have some rolls?
The baker will send us some hot
in the morn.

Who am I?
I play with you.
You like to play with me.
I do many things for you.
I fly your kite.
I bring the leaves down
from the trees.
I turn the wind mill
round and round.
You can not see me, but
you can hear me.
Now do you know who I am?



How cold it is to-day!
It is cold and still.
The wind is away.
Little Jack Frost is busy to-day.
He nips my cheeks!
He nips my nose!
Before I can catch him,
away he goes.
Where does he go?
Jack Frost, you are a queer little elf.
Where do you go when you hide
yourself?

See old Dan!
Old Dan is my horse.
My old Dan is always ready.
He is slow but kind and steady.
I like old Dan.
He goes jog, jog, jog, jog.
I can stop him when I want to.
I can stop him just by saying,
"Whoa! Whoa!"

Fred and I like to play horse.
Fred plays that he is old Dan.
He plays that he is a slow old horse.
He goes jog, jog, jog, jog.
I say, "Get up, Dan! Get up!"
We go up and down the hill.
We go round and round the garden.
When we get home, I say "Whoa!"
Then Fred stops just as old Dan does.

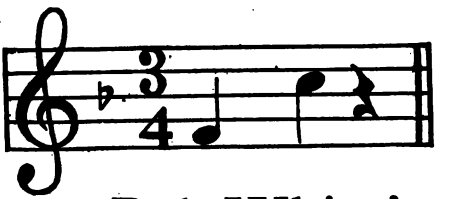
Have you a motor car?
I have a big one.
Here it is.

It says, Honk, honk!
We go all around the world in it.
We can go very fast.
We can go very slowly.
I like to go very fast.
Will you go for a ride with me?
Get in. Here we go!
We are off on a journey.
Honk! Honk, honk!

Here we are by the mountain.
We can hear the echo. Listen!

Whip-poor-will!

Hear the echo! Whip-poor-will!



Now I will call. Bob-White!

Listen to the echo. Bob-White!
Did you ever hear an echo before?

Hello!
Can you come out to play?
Will you come now?
I'd like to play soldiers.
I will bring Tom's bugle.
We will play horse, if you wish.
Let us fly our kites. Will you?
Good-bye.

Hello!
Yes, Mamma says that I may.
Yes. What do you wish to play?
Then I will bring my drum.
I'd like to play horse, too.
What can we play after that?
Yes, if the wind blows hard.
Good-bye!

The Ball

I have a ball; My ball can

bound; My ball can leap Along the

ground. I throw it hard Against the

wall, And back it comes, My bouncing ball.

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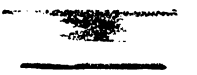
I have a ball.

How I like to play with it!
It can do so many things.
It can bounce.

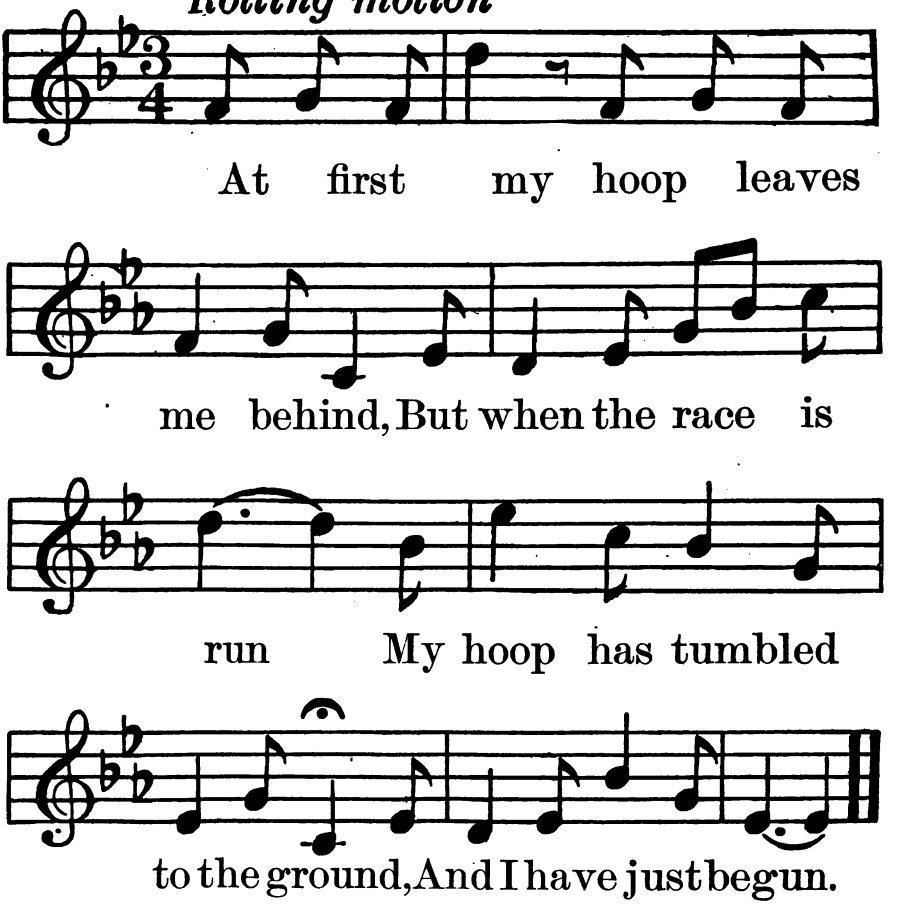
It can bound.
It can leap along the ground.
I can throw it.



I can throw it hard.
I throw it hard against
the wall.
Back it comes, my
bouncing ball.
I throw it again, and
back it comes.
Then it leaps along
the ground.
And so we play,
my ball and I.

The Hoop

Rolling motion



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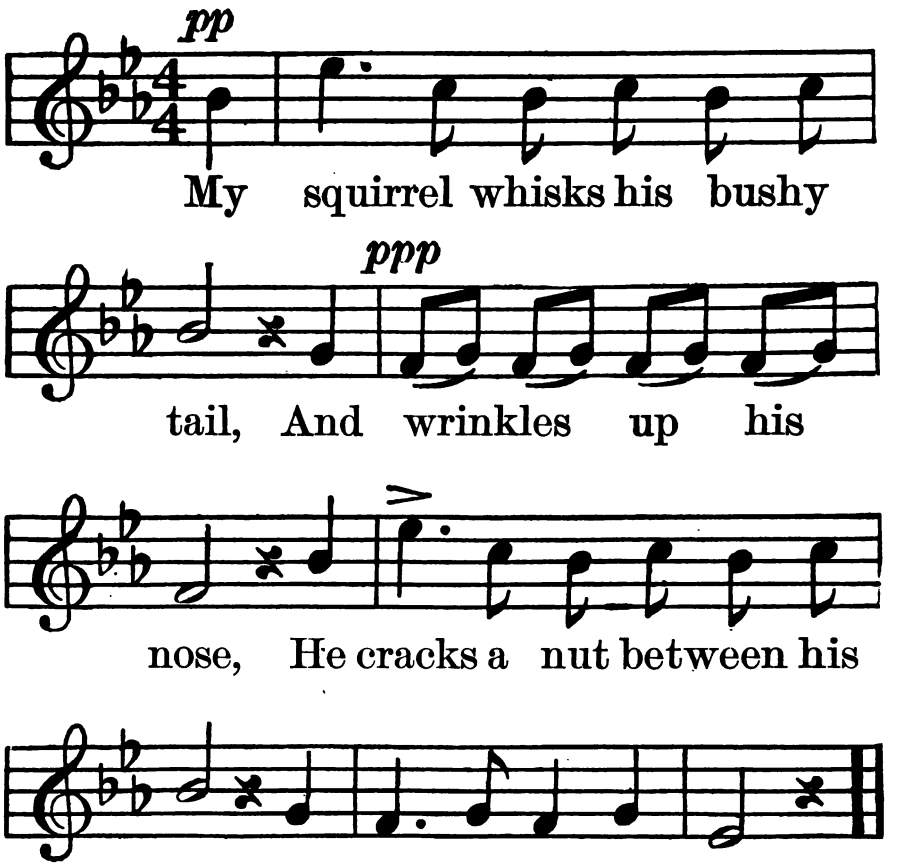
I am Jane.
This is my hoop.
My hoop and I run races.
Watch us! Here we go!
See how fast my hoop goes!
At first my hoop leaves me behind.
But I will beat it in the race.
See! It has tumbled to the ground.
But I have just begun.
Watch me pass it.
Now the race is run.

The Squirrel


pp
My squirrel whisks his bushy
ppp
tail, And wrinkles up his
nose, He cracks a nut between his
teeth, And holds it with his toes.

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I wish that we could see a
squirrel.
Oh, there is one!
See him whisk his bushy tail!
See him run!
How fast he runs!
Where is he now?
Oh, there he is!
I see him. Do you?
He has a nut.
He holds it with his toes.
He cracks it with his teeth.
Let us watch him eat it.

My Top

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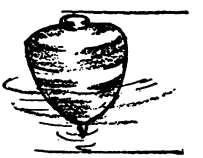
I have something in my hand.
Can you tell what it is?
Is it a ball?
No, it is not a ball.
Is it a watch?
No, it is not a watch.
Is it a top?

Yes, it is my little red top.
Can you wind it?
Here is the string.
It is a long, strong string.
Wind my top.
Now throw it hard.
See it spin!
Hear it hum!



See the big clock!
How tall it is!
It says, Don't stop.
Don't hurry. Tick,
tock, tick, tock.
Where is the little clock?
Listen! Can you hear it?
It says, Tick, tock, tick,
tock.
Can you hear this watch?
It says, Tick, tock, tick, tock.
What do you hear now?
I hear a clock saying,
Cuckoo, cuckoo, cuckoo

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.

Ting-a-ling-a-ling-a-ling.

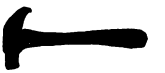
What is that I hear?

Ting-a-ling-a-ling-a-ling.

It is the scissors man.
I hear his wheel. Shz- - - - - z.
Run! Let us see what he is doing!
He has shears to grind.
He has some knives, too.
He holds them against the wheel.
How fast the wheel goes round and round. Shz - - - - - z.
Now the shears and knives are ground.

This man is a carpenter.

See his hammer!



This is his saw.

This is his plane.

Here are his nails.

Fred likes to play that he is a carpenter.

What a noise he makes, pounding on the floor!

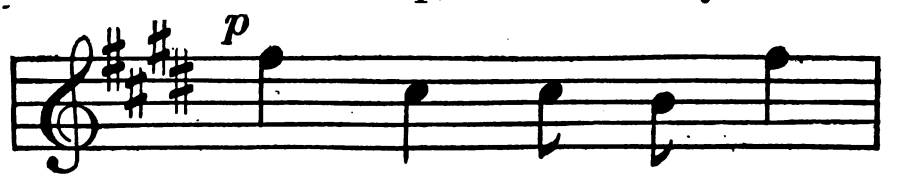
He builds many houses. Then he tumbles all his houses down to build them up once more.

The Robin

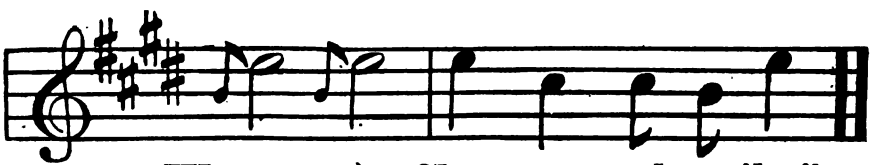
In the sunshine, in the rain,

I hear the robin in the lane:

"Cheer up, cheerily."



"Cheer up, cheerily,"



(WHISTLE.) "Cheer up, cheerily."

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Hear the robin!
He is singing in the lane.
What a cheerful bird he is!
How I like to hear him sing!
He sings in the sunshine.
He sings in the rain.
Every day I hear him singing,
Cheer-up, cheerily, cheer-up.
Let us go down the lane.
Then we can see him.
I see him every day.
He sits up in a tall tree and sings
to his little ones.
Do you see him now? I do.
He is up in that big tree.
Let us sit down here and watch
him.

Here we go up in a swing!
Tom sends us up, up, up, in the air.
Higher and higher we go.
How high we are now!
We are as high as the garden wall.
Send us up a little higher, Tom.
Now we can see the birds in the trees.
Here we go up!
Here we come down!
Here we go up again!
Here we come down!
How good Tom is to swing us so long.
It is his turn now.
We will swing him.

The Swing.

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

Here he goes up!

Here he comes down!

Here he goes up again!

Here he comes down!

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See Prince!
He is with his little master.
One day Fred said, "I will hide and see if Prince can find me."
"Call Prince, mamma," said Fred.
When Prince was not looking, Fred ran out to hide.
Prince looked about the house for Fred.
Then he ran into the garden.
Fred was behind a big tree in the garden.
He did not make any noise.
Prince could not see him.
But it did not take Prince long to find him.

The Toy-Man

Somewhere in town there lives a man Who

loves all girls and boys; At

night he bakes them ginger-bread, By

day he makes them toys. Oh,

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Toy - Man, dear Toy - Man, please

take me to your house, I'll

sit beside you as you work, As

quiet as a mouse.

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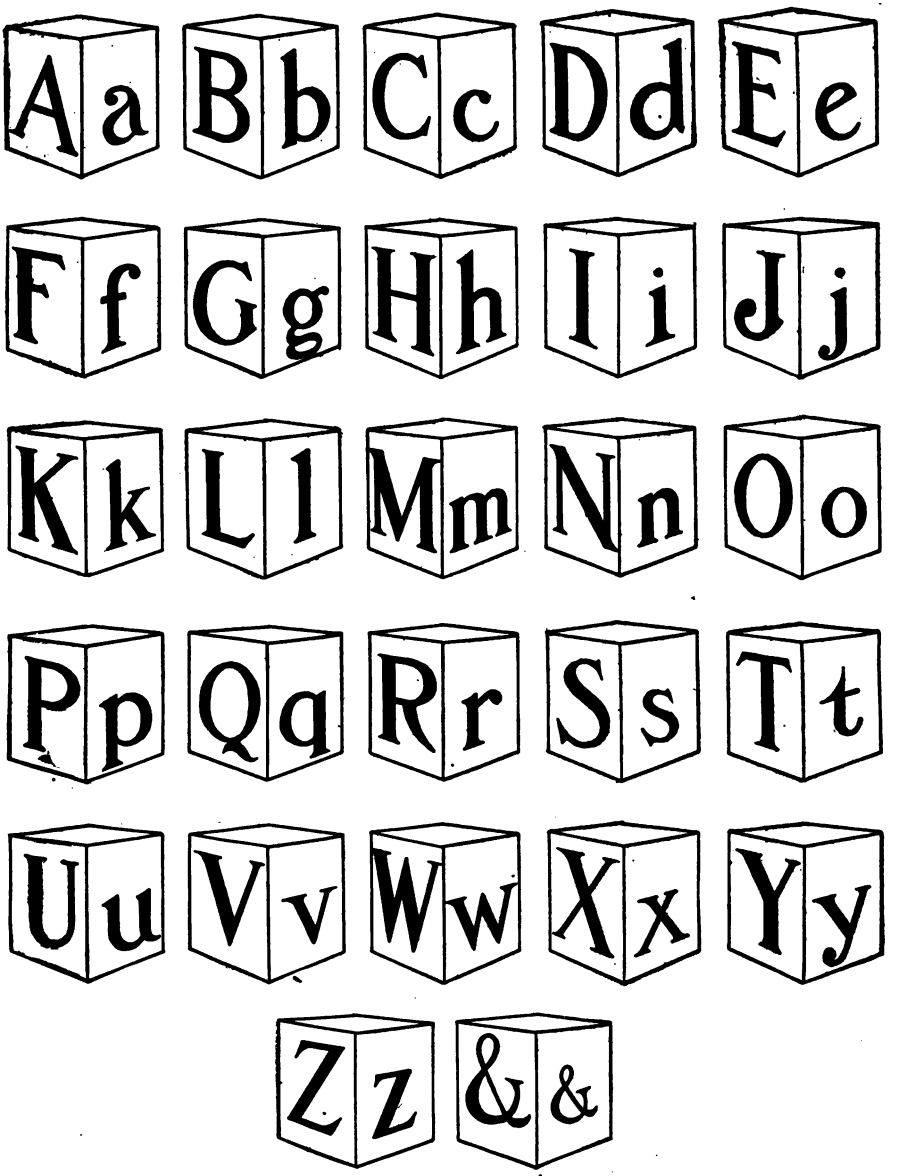
Have you seen the Toy Man?
He lives somewhere in this town.
The Toy Man loves all girls and boys.
He works for them day and night.
By night he makes them ginger bread.
By day he makes them toys.
He makes balls, kites, and tops.
He makes drums and bugles.
He makes toy soldiers, too.
I should like to see him at his work.
I wish that we could find his house.
I should like to have some ginger bread.
I should like to see the toys.

One day, I saw many boys and girls at play.
They were on the big play-ground.
Some of the boys were playing soldiers.
One boy said, "Forward, march."
Then they marched around the play-ground.
Some of the boys were playing ball.
They could throw the ball hard.
They could throw it high, too.
Many of the girls were in the big swings.
Others had hoops to roll.
What fun they all had!
Do you like to go to the play-ground to play?


A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z
& &

I T L F E H

A V W X Z

O C G Q S

K Y N M

D P B R U J

VOCABULARY

3
the
train
goes

4
big
drum

5
little

6
hear
bees

7
buzz-saw
like
this

8
waves

9
here
sky-rocket
listen

10
bell
bells
says
sing
ring

11
clock
can
you
it

12
my
fiddle
see

13
fan
how
fast
hum

14
is
top
spin

15
blows
wind
I
whistles

16
pigeons
say

17
kitty

18
turkey
he

19
do
what
rooster
him

20
frog

21
call
hello
back
comes
echo

22
Indians

23
robin
saying
cheer-up
cheerily

24
our
cow
her
she

25
an
owl
not
calls

26
cuckoo
know
its

27
whip-poor-will

28
Bob-white

29
bugle
soldiers
come
to
school

35
lost
mamma
now
herself
sleep
sings

39
tune
pick
string
draw
bow

41
that
bee
Mr. Bumblebee

43
Jack
Jill
fell
down
and
broke
his
crown
came
tumbling
after

45
mountain
taller
than
tallest
tree
run
up
hill
other
side
at
will

47
Horner
eating
Christmas
pie
put
in
thumb
pulled
out
plum
said
good
boy
am

49
drummer
best
hits
with
stick
I'd
be
bass
make

51
zoo

watch
giraffe
seal
kangaroo
monkeys
play
bears
all
animals
by
myself
me

52

are
we
them
animal

53

there
let

55

Bo-peep
where
sheep
has
can't
tell
find
they
have
home
wagging
their
tails
behind

57

aboard
moving
off
journey
look
as
rush
on
past
round
world
again
stop

58

us
flag
for
ready
march
forward

61

sun
going
moon
so
years

65

did
one

68

king
doing
counting
money
queen
bread
honey

69

maid
garden
hanging
clothes
blackbird
hopped
nose
upon

71

under
haystack
Little Boy Blue
asleep
looks
meadow
cows
corn
wake
surely
cry
leave

73

rabbit
long
ears
still
sits
turns
something
does
wish
talk
could
about
many
things

75

sea
sand
across
throw
bring
stand
then

79

fly
kite
air
away
pulls
dives
tugs
hold
but
flying

81

has
seen
no
when
passing
trees
bow
heads

83

mill
miller
wheel
grind
baker
take
into
rolls
would
send
some
hot
morn

85

cold
to-day
Jack Frost
busy
cheeks
before
catch
queer
elf
hide
yourself

86

old
Dan
horse
always
slow
kind
steady
jog
want
just
whoa

88

motor
car
around
very
slowly

91

yes
good-bye

93
ball
bounce
bound
leap
along
ground
hard
against
wall
bouncing

95
Jane
hoop
races
leaves
race
tumbled
begun
pass

97
squirrel
whisk
bushy
tail
nut
holds
toes
cracks
teeth

99
hand
red
wind
strong

100
tall
don't
hurry

102
scissors
man
shears
knives

103
carpenter
hammer
saw
plane
nails
noise
pounding
floor
builds
houses
tumbles
once
more

105
singing
lane
cheerful
sunshine
rain
every

107
swing
higher

111
Prince

114
toy
lives
somewhere
town
loves
girls
boys
ginger
toys
should
work

CLASSIFICATION OF SOUNDS

I. For continuity of breath
- Engine—Puff—Tchuff
- Waves
- Saw-mill
- Fan
- Wind
- Indian calls—Ki-yi—Whoo

II. For resonance
- Big drum
- Bells—big and little
- Fiddle
- Fan
- Top
- Wind
- Echo
- Indian calls—Ki-yi—Whoo
- Cow
- Robin
- Owl
- Cuckoo
- Bob-white
- Bugle

III. For articulation and enunciation
- Little drum
- Sky-rocket
- Clock
- Fan
- Turkey
- Rooster
- Pigeon
- Kitty
- Frog
- Echo
- Cow
- Robin
- Owl
- Cuckoo
- Bob-white

THE PRINCIPLES INVOLVED

In preparing this book, the aim has been to provide a reader that will appeal to young children, and to furnish a means of interpretation whereby children may overcome the mechanics of reading without the usual lengthy development. With this purpose are two others, equally important, namely, the promotion of self-expression, and the development of the speaking voice.

To these ends, first of all, such material was selected as was known by experience to be of interest to young children. Next, these subjects were introduced through the medium of the song, which, being an emotional stimulus, enlivens each lesson, and gives opportunity to present new words in a manner calculated to impress both their form and content.

For the promotion of self-expression and the development of the speaking voice, imitative sounds have been introduced, which give the child a chance to play with his voice, and to do things according to his own mood and desire. Whenever possible, such work has been carried over to the regular reading lesson, with the purpose of giving the child added opportunity to express, each day, a little of himself in his own way. This voice training should be conducted in a spirit of play.

It will be seen that there has been no attempt in this book to put the children through a tread-mill of review, and yet there is a constant recurrence of words that are known to require repetition. The omission of this monotonous review is possible in this book because the words are presented in songs. A song may be sung many times without loss of interest. Therefore the drill, necessary for fastening words, may be given at any time through the song, and neither the sense nor the interest of the reading need be sacrificed to this purpose.

Another distinct gain in using the song in this connection is that it makes it possible for the child to acquire many words incidentally. Many children are capable of learning the print form of a greater number of words than can usually be presented in their first reading book.

SUGGESTIONS TO TEACHERS

The first thirty-three pages have been planned primarily for the purpose of developing breath control and the vocal mechanism, and are to be used as technique throughout the year. Besides this, they are designed to start the child successfully in the business of reading. By getting his vocal mechanism to work spontaneously and by creating and stimulating mental pictures, the imitative sound lessons given in these pages help the child to an easy and pleasant mastery of the printed page.

In some cases, the child is handicapped in his efforts to read by stuttering, hesitation, or stammering. Since these imitative sounds are to be given until they can be made by the children easily and with natural breathing, they will aid in overcoming all such impediments of speech.

They aid also in working off nervousness, since most of them give opportunity for some form of physical activity. By doing something with his body, arms or hands, the child works off nervous energy, which otherwise would show itself in harsh, unnatural tones and a hurried, unsteady rendition of the text.

Finally, this imitative sound work aids the young child in learning to read by developing the imagination. As the child makes these sounds and listens to them, mental pictures are created. Every time he makes these sounds and listens to them, his mental pictures grow. With this increased fund of ideas comes increased power of interpreting printed symbols.

Preparatory to reading the lessons given on these pages, the children should be made familiar with the imitative sounds which occur in them. While they are learning these sounds, they should be trained to give them with the accompanying movement. The vocabulary of these pages may be taught by previous development, with the voice work as a basis, or the acquisition of these words may come as a result of the child's interpretation of the printed page, according to the method employed by the teacher, but in either case, this work of teaching words should be done while the child has in mind lively images of the things for which the words stand. In no case should any effort be made to teach the symbolic representation of the sounds. A knowledge of the sound required is all that is necessary for a correct interpretation of these symbols. When working from the book, the child should be encouraged to give imitations of the sounds as accurate and dramatic as those he gives when working with the class in preliminary work.

Specific suggestions for handling the lessons found on the first thirty-three pages follow:

Page 3—On this page, are two exercises to develop continuity of breath: one "puff" imitative of the big engine letting off steam, and the other "tchuff" imitative of the sound the engine makes as it starts off. An accurate imitation of this latter sound may be obtained by giving the "oo" sound of "u." By prolonging the "f" sound in puff, we get the sound of escaping steam. While giving these sounds and listening to them the child has in mind a lively image of a train drawn by a big engine. That, therefore, is the time to fasten the words the, train, and goes.

Page 4—The sound of the big bass drum should be given with an explosive sound vibrating in the head. The "boom, boom, boom, boom, boom" may be repeated as often as the teacher desires. If she does not wish to restrict the children to giving it just the number of times suggested by the text, so much the better. The children will then have greater opportunity for self-expression. The words to be

taught in connection with this page are given in the vocabulary, as are the words for all succeeding pages.

Page 5—A correct imitation of the snare drum may be obtained by rolling the "r" in the "trum." In the final "trum," the rolling of the "r" is prolonged.

Page 6—The sound of the bees should be given gently and steadily, each child playing that he is just one bee. This exercise places the voice, gives breath control, and induces consciousness of vibration.

Page 7—The sound imitative of the buzz-saw, should be given vigorously three times, accompanied by a circular movement of the arm. This develops chest tones vibrating in the head.

Page 8—With an accompanying movement of the arms, let the children imitate the sound of the waves, following the wave as it breaks along the shore. Vary the rhythm by giving the sound of the little wave.

Page 9—This sound in imitation of the sky-rocket as it goes off into the air and bursts, begins with the breath sound of "wh" and ends with the sound of "t," quick and sharp. It may be varied by letting the children imitate the large rocket that goes away up in the air before it bursts and then a smaller one that does not go so far, or *vice versa*.

Page 10—These bell tones are in themselves simple, but it is important that they be given rightly. If the sounds are made correctly, a pure vocal tone is produced, neither nasal nor noisy but clear and vibrant. Work with the tone of the big bell until you get the clear tone of the far-away church bell. In giving the tone of the little bell, work for the lighter tone of the little desk bell. With the former, let the children play that they are pulling the rope that rings the big bell up in the tower; with the latter, let them play that they are hitting a little bell in their hands. Let them follow its imaginary curves with the hands round and round to keep the impression of ringing.

Page 11—The imitation of the clock must be given with the breath. When correctly given, this exercise develops distinctness in the articulation of "t" and "k."

Page 12—Give this sound by an open, not nasal, hum of the consonants "km." Pitch this tone a, b, or c which is neither too high nor too low. It should be a soft, sustained tone, as near like the violin as possible.

Page 13—The consonants "br" prolonged by a steady stream of the breath on the lips, will give the fine, vibrating sound in imitation of the electric fan, or the sound of machinery. This may be accompanied and helped by a swift, steady, circular movement of the arm.

Page 14—A light tone on the words "sing," "spin," "hum" gives an imitation of the hum of the spinning top.

Page 15—The imitation of the wind is given with the breath by prolonging the "oo" sound with a decided crescendo in the middle. It may also be given with the whistling sound creeping in. Any attempt on the part of the children to give an imitation of the wind as they have heard it, should not only be accepted but encouraged.

Page 16—This sound should be given on different pitches and the child should be allowed freedom in interpreting the sound as he has heard it.

Pages 17, 18, 19, 20, 24—The sounds of the kitty, turkey, rooster, frog and cow, so familiar to all children, can be given with more or less freedom, the form given being merely suggestive. It is difficult to represent these sounds correctly in form, and yet they all have definite form, once the ear is trained to listen. Attempts to imitate them on the part of the children are valuable in that they train the ear to listen, just as does the work in imitating the sound of the wind, waves, bees, etc.

Page 21—This game of playing echo is valuable in that it aids in getting the voice up and out. The calls may be varied.

Page 22—The sound "ki-yi" may be given on different pitches but always with the same rhythm. The "who-oo" is given by percussing the mouth with the hand, thus breaking the call into waves or beats of sound. It may be given on different pitches, the one given in the book being merely suggestive and intended only to act as a stimulus to the child in his efforts at self-expression.

Pages 23, 25, 26, 27, 28—On these pages are found familiar bird calls. These forms are accepted authority and it would therefore be well to hold to them as closely as possible in the children's imitations of these calls.

Page 29—By focusing the breath and allowing it to escape at only one place, a good imitation of the bugle can be obtained. The children can be guided and helped in making this sound by their own knowledge of the sound of a bugle.

Pages 30, 31—These pages give a general review of the imitative sounds. In this review work, the children should be allowed great freedom and should be encouraged to reproduce the sounds as they have heard them. Frequent use of these review pages is urged, as the children will never interpret them in exactly the same way twice, their imitations varying with their moods.

Pages 32, 33—These lessons give a general review of the words introduced in the preceding lessons. Both lend themselves readily to dialogue. In the one we get the idea of two children meeting on their way to school. In the other we get the idea of two children interrupted in their play by the sound of a bugle. When the children have caught these ideas, they will experience no difficulty in rendering these lessons in dialogue form.

Page 35—With this page, begin the formal reading lessons. Each lesson, if not review, is based on a song, whose function is to furnish the idea, the new vocabulary, and the impetus necessary to carry the child through his reading lesson.

The best method of procedure in conducting all these lessons may be exemplified by the following directions for giving the lesson

found on this page. First, the teacher should sing the song which accompanies this lesson, for the children, the children pointing to the words of the song as she sings. After she has sung the song several times for them in this way, the children should sing it, pointing as they sing. When they have learned the song, let them find in it expressions that occur in the reading lesson, for example, "my kitty," "her mamma," "lost her mamma," "now she sings," "herself," "to sleep," being careful to have them indicate the entire expression by a movement of the finger rather than point to each separate word. As they find these parts of the song, have the children individually sing and say them. This will inculcate the phrase habit, so necessary to good reading. Next, go from the song to the reading lesson. Have the children find on that page, "my kitty," "her mamma," "lost her mamma," "now she sings," "herself," "to sleep," singing and saying them as before. This done, the children are ready to read—ready in the full sense of the word, for the song has not only served to acquaint them with new words, but it has given them idea and impulse which they could get in no other way.

The children should be allowed to interpret the "meow" and the "purr," in this particular lesson, and all such expressions in other lessons, according to their various moods and desires, each child being allowed the privilege of expressing himself in this part of the work.

Having accomplished their reading through their power of visualizing, the children are now ready to add to their working vocabulary such words as they will need for future use, either in reading or writing. It is not necessary or wise to spend time and energy in fastening words peculiar to one lesson or words not in common use by the children. In the lesson under consideration, take for example the word "herself." It is enough for the children to be able to recognize that word when they meet it. On the other hand, such words as "now," "sleep," "mamma," which they will meet more frequently and perhaps need for their own use, it is

well for them to really know. Better illustrations of this point will be found in succeeding lessons, where we find such words as "mountain," "kangaroo," "giraffe," "journey," words which the children should be able to recognize but with which they should not be burdened.

The same general plan given for this first lesson may be followed in giving all succeeding lessons, with any variations that the teacher may desire to make.

Wherever action is suggested by the text, let the children do the thing suggested. In addition to the opportunity for physical activity presented by almost every lesson, it will be seen that several of the lessons furnish material for dramatization, "Jack and Jill," "Little Boy Blue," "Sing a Song of Sixpence," "Playing Soldier," and "Playing Indians" being particularly adaptable to this purpose.

Page 36—This rhyme, like all rhymes and poems given in this book, is supplementary and should be presented to the children first as a poem. If it is desired to use this or other poems as a basis for word development later, they may be used for this purpose also.

Pages 51, 52, 53, 57, 58, 81, 84, 85, 86, 87, 88, 102, 103—The lessons found on these pages are based on songs in the Song Primer, from which the observation work in preparation for the reading may be done. If this book is not in the hands of the children, these lessons may be developed through the use of pictures and language.

Pages 65, 84, 89, 90, 91, 102, 107, 111, 115—The lessons found on these pages are in the nature of review, for though the subject matter is new, no new words are introduced.

The telephone lesson on pages 90 and 91 is so arranged that the conversation of one child is on one page and that of the other child is on the next. The proper sequence is given by reading the first sentence on page 90 and then the first sentence on page 91, and so on.